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ABSTRACT

Indiana University instituted a new program calendar beginning with the academic year 1972-73. The new calendar proposed: (1) to end the first semester before the Christmas vacation; (2) to deemphasize final examinations and encourage across-the-semester evaluations; (3) to achieve greater utilization of facilities by creating less "down" time; (4) to provide greater flexibility in summer session scheduling, and (5) to achieve a common calendar for the entire University system. A questionnaire was designed to survey students, faculty, and administrators to see what their opinions were about the new University calendar. Results of the survey indicated: (1) Students strongly favored the early beginning-early ending of the fall semester. (2) Faculty found no difficulty with the new schedule, but 40 percent reported that they were more ready to begin classes after Labor Day than in late August; and (3) Administrators were about equally for and against the new starting and ending dates, but reported that they had no difficulty with their personal schedules or in staffing, and that they managed to get necessary work accomplished under the new calendar. (MJM)

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INDIANA STUDIES IN PREDICTION

NUMBER TWENTY-SEVEN

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THE UNIVERSITY CALENDAR: ATTITUDES OF STUDENTS, FACULTY, AND ADMINISTRATORS

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THE UNIVERSITY CALENDAR: ATTITUDES OF STUDENTS, FACULTY, AND ADMINISTRATORS

The Problem

Beginning with the academic year 1972-73, Indiana University instituted a new program calendar. Several objectives were set forth in this new calendar. Among these were

----to end the first semester before the Christmas vacation.

----to de-emphasize final examinations and consequently encourage across-the-semester evaluations.

----to achieve greater utilization of facilities by creating less "down" time.

----to provide greater flexibility in summer session scheduling.

----to achieve a common calendar for the entire University system.

How effectively has the new calendar achieved these ends? One answer to that question is found in the attitudes of members of the University community. It was, therefore, the purpose of the following study to survey students, faculty, and administrators to see what their opinions are about the new University calendar.

Procedure

Representatives of the Bureau of Educational Studies and Testing met with the University Calendar Committee to discuss the objectives of the new calendar arrangement. Then a preliminary questionnaire was devised by the Bureau and presented to a subgroup of the Calendar Committee for alterations, additions, and deletions. From this information the final questionnaires were developed.

Three forms of the questionnaire were constructed--one for students, one for faculty, one for administrators. Common topics appeared across all three forms so that opinions could be compared among the three populations to be surveyed. For many topics the statements on the three forms of the questionnaire were identical, but for other topics the form of the statements had to be altered slightly to accommodate differences in the role of students, faculty, and administrators.

The questionnaire was then disseminated to the respondents as follows. From the Indiana University Register the fourth name on every page was selected until a total of 100 faculty had been identified for the Bloomington campus. Each of these individuals then

received a faculty questionnaire by campus mail.

Students in Bloomington were selected in a similar manner. From the alphabetical listing of each class 98 freshmen, 96 sophomores, 100 juniors, 150 seniors, and 150 graduate students were chosen. The larger number of seniors and graduate students were selected because they alone have had experience with both the new calendar and the old one.

Indiana University campuses other than Bloomington were surveyed through designated officials on each campus. Questionnaires were sent to these officials who were responsible for dissemination and return of the materials. Each official used his own method of selecting the sample.

The sample of administrators was selected somewhat more consciously than the student sample. Only department chairmen were included. The group was selected so as to include persons from the physical, biological, and social sciences; the arts; and professional schools. Twenty-six administrators were selected at I.U. Bloomington, eleven at other campuses.

Dissemination of questionnaires on campuses other than Bloomington was an individual matter for the designated regional officials. Therefore, no record is

available of the actual number of questionnaires sent to students and faculty. However careful estimates were made from conversations with persons involved in the actual disseminations. Also, 59 questionnaires were undelivered on the Bloomington campus due to changes of address, school dropouts, etc. A reasonable estimate of the total student sample actually receiving questionnaires is 828. Of these, 449 returned usable material. This is a return rate of 64.4 percent. This figure is believed acceptable for a late spring survey with no follow-up.

The faculty questionnaire encountered the same problems of dissemination as did the student questionnaire. A reasonable accounting suggests that approximately 150 questionnaires actually were sent to faculty. Ninety-one were returned, a rate slightly over 60 percent.

The administrators were most diligent. Approximately 30 questionnaires were actually sent to administrators, with 21 being returned. This is a return rate of about 65 percent.

Each questionnaire contained a cover sheet that described the old and new calendars. This was intended to refresh the minds of persons who had experienced the

old calendar, and to inform persons who had not seen the old calendar.

The questionnaires were analyzed by major groups (i.e., students, faculty, administrators), by school or college (i.e., Arts and Science, Business, etc.), and by campus. The principal data reported here deal with the total student, faculty, and administrator groups. The main reason for not dealing with data by campus or by school or college is that few differences in questionnaire responses appeared among campuses or among schools. Therefore, the larger bodies of data, combining campuses and schools, were developed because of their greater reliability.

Results

Since student and faculty opinions were to be compared, the proportion of each group by school or college was computed. These data are in Table 1. The proportions of students in the various schools and colleges was very much like the proportions of faculty. Opinions of the two groups therefore appear to represent essentially the same mix of academic disciplines.

Table 1. Percentages of Respondents by School or College for Students and Faculty

School or College	Students	Faculty
Arts and Sciences	42.2	45.1
Education	14.5	11.0
Business	19.4	8.8
Music	3.3	9.9
Medical and Dental	2.5	5.5
Law	2.9	3.3
HPER	1.1	3.3
Other	14.1	13.2

The general results of the survey are reported in Tables 2, 3, and 4. The following comments are intended to summarize those data.

One objective of the new calendar was to terminate the first semester before the Christmas vacation. To do this the semester must begin earlier in the fall. How does the University community see this earlier beginning-earlier ending of the fall semester?

Students strongly favored the early beginning-early ending of the fall semester. Further, faculty found no difficulty with the new schedule, but 40 percent reported that they were more ready to begin classes after Labor Day than in late August. Administrators were about equally for and against the new starting and ending

dates, but reported that they had no difficulty with their personal schedules or in staffing, and that they manage to get necessary work accomplished under the new calendar.

Although students generally reported that the new calendar did not complicate summer job plans, their responses were not entirely consistent across schools and colleges. Twenty percent of the Music students and thirty percent of the Law students disagreed. Arts and Sciences, Education, and Business tended to strongly agree that no problem arose for summer jobs.

The new calendar eliminated a final examination week, requiring faculty to give finals during regular class periods. Students tended to believe that finals are not important for evaluation, and tended to prefer (but not strongly) having no finals week. They would, however, like to have no other classes during the time they are taking an examination in a given course. (This essentially reduces to a finals week with shorter--class period long--testing time.)

Students' feelings about final exams are not consistent across all schools and colleges. Fifty-four percent of the students in Law, 36 percent of the Medical-Dental students, and 47 percent of the Music

students tended to agree that finals were important for evaluating student progress, while students in Arts and Science, Education, and Business tended to believe finals were unimportant.

The faculty favored final examinations as an important vehicle for evaluating student achievement (57 percent agreed; 31 percent disagreed). Faculty also tended to favor a final examination week (58 percent agreed; 32 percent disagreed), and tended to believe that class periods are too short for final exams (56 percent agreed; 37 percent disagreed). Some disagreement on this last point appeared between Bloomington faculty and faculty at other campuses. Bloomington faculty believed much more strongly (66 percent agreed; 40 percent strongly agreed) that single class periods are too short for final exams. However, faculty on other campuses tended to believe that regular class periods are not too short for final testing.

The new calendar was designed to utilize more days of the total year for instructional purposes. How does this more intensive scheduling affect faculty and administrators' time in getting their preparations made and their writing done?

Faculty as a whole reported that they have sufficient

time to prepare for their classes and to develop desired alterations in class management, find no difficulty in arranging vacations, and have time to manage research under the new calendar. It should be noted that the preponderance of faculty opinion is reflected in the above statement, with one exception. Over a third of the faculty reported difficulty in taking vacations under the new calendar. Also 64 percent of the faculty in Business and 64 percent of the faculty in Music said they had difficulty arranging research time. However, 78 percent of both Arts and Sciences and Education reported no difficulty.

The summer session has probably undergone more alteration under the new calendar than any other session. Again, the intent was to utilize more possible instructional days, and to create a greater variety of sessions, adaptable to more types of summer offerings. How is the new program seen by the University community?

Students appear to have no problems with the new summer calendar, but feel that in spite of the greater variety of opportunities the new summer program does not encourage students to take more total credit hours. Students are also undecided whether a break is needed between summer and fall sessions. They reported no

problem with summer jobs (but a few commented that employers in tourist related businesses wanted workers through Labor Day which restricted the range of jobs available to students.

The two longer sessions in summer were attractive to students because they believed they could better absorb the material in a course in the longer session, they felt less anxious about their work, and believed they got better instruction. The new summer program also appeared to students to present a more attractive variety of programs.

Faculty also reported that they believed the new summer arrangement to be attractive to students. Instructionally, faculty reported no difficulty with the new summer session. However, a significant minority (35 percent over all, 43 percent of the regional campuses' faculty) believed the summer session follows the end of the spring semester too closely. Also, over half of the general faculty (73 percent of the Bloomington faculty) believed that the late termination date of the summer session makes it difficult to prepare for fall work. Further, sixty percent said that the break between summer and fall semesters is too short.

Administrators believed that the new summer program

encourages students to take more credit hours (students deny this), believed that more variety can be put into the program, and that the faculty find the summer arrangement attractive. However, administrators believed that the new summer calendar does increase the administrative load (but not administrative cost).

The advisability of a common calendar for all campuses of the University was also explored in this study. It is not likely that all campuses will agree to exactly the same calendar, but the major parameters can be coordinated among campuses. Students strongly supported the idea of a common calendar. They believed this has great merit in terms of their being able to transfer from campus to campus, to plan programs, and to secure work near home while maintaining their college program. No other topic in the study received the unanimity of agreement that was given to the common calendar.

In summary, the data reflect a general acceptance, in some instances enthusiasm, for the new calendar arrangement over the old. Minor problems appear to center on the intense use of time in the new calendar, with essentially no breaks between sessions and no time exclusively for final examinations. These small problems aside, the University community appears to grant substantial endorsement to the new calendar.

Table 2
STUDENT RESPONSES

SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree; NA=No Answer

	Statements	B=Bloomington R=Regional	SA	A	U	D	SD	NA
1.	I am as ready to begin the semester's work in late August as I would be after Labor Day.	All	49	34	3	8	5	8
		B	48	36	3	8	5	
		R	53	30	3	8	5	
2.	Beginning in late August causes no more difficulty in my personal schedule (vacation, family affairs, etc.. than if the semester began after Labor Day.	All	48	37	3	7	5	7
		B	49	36	3	7	4	
		R	46	38	4	6	6	
3.	The semester beginning in late August complicates my summer job plans.	All	5	6	8	48	34	7
		B	5	6	9	47	33	
		R	5	5	5	50	35	
4.	I prefer to have my final test work completed before Christmas vacation even if I must begin the semester before Labor Day.	All	82	11	4	3	1	8
		B	83	10	3	5	1	
		R	78	13	4	3	1	
5.	I wish we could use the Christmas break to prepare papers, study for finals, etc., which would be due after the vacation.	All	3	3	4	25	64	7
		B	2	3	4	26	64	
		R	5	3	4	24	64	
6.	I find it hard to get end-of-term reports in on time when the semester ends before Christmas vacation.	All	3	7	8	44	38	8
		B	3	7	8	43	39	
		R	3	6	6	48	38	
7.	Under the new calendar I find that I must rush or leave something undone to get my semester's work done before Christmas vacation.	All	3	8	8	44	37	6
		B	3	8	9	44	36	
		R	3	7	6	45	38	
8.	Under the old calendar the Christmas break coming near the end of the term created a lapse in work that appears to me to be bad pedagogy.	All	34	38	12	10	5	10
		B	36	36	12	10	5	
		R	29	42	14	10	5	

			SA	A	U	D	SD	NA
9.	Comprehensive final examinations are an important vehicle for evaluating a student's achievement during the semester.	All	4	17	16	30	34	6
		B	3	14	16	32	35	
		R	4	23	16	26	31	
10.	Scheduling final exams during the regular class periods is preferable to having a special week when only final exams are scheduled.	All	23	28	15	20	14	6
		B	22	29	15	20	14	
		R	26	25	15	20	14	
11.	Regular class periods are too short for administering final exams.	All	14	24	16	33	13	9
		B	14	26	18	31	11	
		R	12	18	14	38	17	
12.	Students need a final examination week free of regular classes so that they can concentrate on reviewing one course at a time.	All	23	30	16	24	7	6
		B	24	29	17	24	7	
		R	22	31	16	23	8	
13.	Under the new calendar a student who attends consecutive sessions can complete all the courses in his program in a shorter time than formerly	All	14	43	38	4	0	13
		B	16	41	39	4	0	
		R	7	48	36	5	1	
14.	Courses I need are more likely to be available some time during the year under the new calendar.	All	8	36	46	8	2	16
		B	8	35	50	6	2	
		R	9	39	39	12	2	
15.	I have fewer schedule conflicts than I probably would have had under the old calendar.	All	9	28	50	12	2	18
		B	10	28	52	9	1	
		R	7	29	45	16	3	
16.	I believe a faculty member would be as accessible to me under the new calendar as under the old one.	All	19	55	21	4	1	16
		B	20	53	24	3	1	
		R	18	59	16	7	1	
17.	Under the new calendar I have plenty of time to use libraries and research facilities whenever I need to.	All	17	59	16	6	1	20
		B	18	61	14	6	1	
		R	16	55	20	7	2	

			SA	A	U	D	SD	NA
The new summer session (in contrast to the old one):								
18.	...encourages me to take more hours during the year.	All	12	30	37	18	2	31
		B	11	29	38	19	3	
		R	12	32	36	18	2	
19.	...starting time causes me difficulty in obtaining or retaining a job.	All	3	16	37	35	9	35
		B	3	16	40	32	9	
		R	3	17	30	42	9	
20.	...makes the break between spring semester and summer school too short.	All	6	30	25	33	5	32
		B	6	30	28	30	6	
		R	7	30	21	39	3	
21.	...stopping time causes me difficulties in obtaining or retaining a job.	All	3	15	43	33	7	38
		B	3	16	45	30	6	
		R	2	12	36	40	8	
22.	...makes the break between summer school and the fall semester too short.	All	7	31	26	30	5	34
		B	8	33	27	28	4	
		R	5	28	26	36	6	
23.	...is more difficult to coordinate with my activities for the rest of the year.	All	0	7	35	47	10	35
		B	0	6	40	45	9	
		R	1	10	26	51	10	
24.	The new summer calendar, with longer-lasting sessions, better enables me to absorb the necessary content.	All	16	48	25	8	2	34
		B	17	50	24	6	2	
		R	15	44	27	12	3	
25.	The new summer calendar with longer lasting sessions, is less anxiety arousing.	All	11	49	31	7	1	35
		B	11	53	29	6	1	
		R	12	43	33	11	2	
26.	...makes it easier for faculty to provide high quality instruction.	All	9	44	35	9	3	38
		B	10	46	34	7	3	
		R	8	40	38	11	3	

		SA	A	U	D	SD	NA
The new summer session: (continued)							
27. ...should look attractive to potential students because of its variety of sessions.	All	14	66	17	1	2	31
	B	16	68	13	1	1	
	R	11	60	25	1	3	
28. ...is adequately advertised to students.	All	9	50	19	18	4	31
	B	9	52	18	17	4	
	R	7	47	21	20	5	
29. I prefer two substantial summer sessions (at least six weeks) to only one session during the summer.	All	32	44	18	5	1	29
	B	39	47	18	4	1	
	R	35	39	17	7	2	
The common calendar for all I.U. campuses:							
30. ...makes it much easier for students to transfer from one campus to another.	All	41	48	9	1	0	18
	B	43	47	10	0	0	
	R	37	52	8	3	1	
31. ...helps students to plan their programs because we can more easily take needed courses at any campus that offers them.	All	37	50	11	1	1	20
	B	38	46	12	1	1	
	R	35	53	9	2	1	
32. ...helps me obtain work near home while working out my program.	All	28	41	26	4	1	32
		27	39	30	4	1	
		31	46	13	4	0	

All N=451
Bloomington N=297
Regional N=154

Table 3
FACULTY RESPONSES

SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree; NA=No Answer

	Statements	B=Bloomington R=Regional	SA	A	U	D	SD	NA
1.	Beginning in late August causes no more difficulty in my personal schedule (vacations, family affairs, etc.) than if the semester began after Labor Day.	All	35	34	1	16	15	2
		B	26	32	0	19	21	
		R	45	34	3	13	5	
2.	I would be more nearly ready to begin academic work after Labor Day than in late August.	All	20	17	9	39	15	2
		B	23	19	11	32	15	
		R	16	13	5	50	16	
3.	I do not believe students are ready to take up serious academic work in late August.	All	6	17	17	38	22	4
		B	8	19	21	27	23	
		R	3	14	11	54	19	
4.	I prefer to have my final test work completed before Christmas vacation.	All	65	16	6	8	5	5
		B	62	17	4	12	5	
		R	72	14	8	3	3	
5.	I wish we could use the Christmas break to prepare papers, prepare for finals, etc., which would be due after Christmas vacation.	All	5	9	7	29	50	5
		B	6	12	8	26	49	
		R	3	5	5	32	54	
6.	I find it hard to get end-of-term reports in on time when the semester ends before Christmas vacation.	All	5	16	7	41	31	4
		B	6	17	4	33	35	
		R	3	14	11	46	27	
7.	I find that I must rush more or more often leave something undone in getting through the semester's work before Christmas	All	8	9	2	50	30	5
		B	14	12	0	45	39	
		R	0	5	5	57	32	
8.	Under the old calendar the Christmas break created a lapse in work that appears to me to be bad pedagogy.	All	47	22	11	14	6	2
		B	45	19	11	19	6	
		R	53	26	10	5	5	

			SA	A	U	D	SD	NA
9.	Comprehensive final examinations are an important vehicle for evaluating a student's achievement during the semester.	All	27	30	12	25	6	?
		B	26	36	9	26	2	
		R	26	24	16	24	10	
10.	Scheduling final exams during the regular class period is preferable to having a special week where only final exams are scheduled.	All	12	19	9	30	29	2
		B	13	15	8	36	28	
		R	13	26	10	21	29	
11.	Regular class periods are too short for administering final exams.	All	29	27	7	29	8	5
		B	40	26	8	23	4	
		R	11	26	6	43	14	
12.	Students need a final examination week free of regular classes so they may concentrate on reviewing one course at a time.	All	25	33	11	24	8	2
		B	26	36	11	23	4	
		R	21	26	16	24	13	
13.	Under the new calendar there is less time to design and carry out my research	All	2	8	21	49	19	6
		B	4	8	17	50	21	
		R	0	9	26	51	14	
14.	Under the old calendar I had less time to prepare for teaching.	All	4	4	16	65	12	6
		B	2	2	18	65	14	
		R	6	6	14	67	8	
15.	I have less time to plan innovative courses and other experiences for students under the new calendar.	All	4	9	13	52	22	6
		B	4	10	10	51	26	
		R	3	8	17	56	17	
16.	I find it more difficult to plan and coordinate the curriculum with other faculty under the new calendar.	All	2	5	13	58	22	8
		B	4	4	14	59	18	
		R	0	6	11	58	25	
17.	There were more academic demands on my time, leaving less time for scholarly pursuits under the old calendar.	All	4	8	23	54	11	8
		B	4	10	20	51	14	
		R	3	6	25	61	6	

		SA	A	U	D	SD	NA
18. Under the new calendar it is more difficult for me to take time for vacations.	All	10	17	5	46	21	
	B	10	16	6	53	16	5
	R	11	22	3	38	27	
19. Under the new calendar committee work is impaired because some faculty now take vacations at different time from others.	All	4	12	21	43	20	
	B	2	14	29	41	14	7
	R	5	8	16	43	27	
20. I find it easier to plan coherent, balanced programs for students under the new calendar.	All	4	31	39	19	8	
	B	5	20	41	24	10	6
	R	3	44	36	11	6	
21. A student, by attending consecutive sessions under the new calendar, is completing all the courses in his program in a shorter time than formerly.	All	2	20	47	27	4	
	B	2	22	54	20	2	6
	R	3	19	38	35	5	
22. A wider variety of courses is available to students under the new calendar.	All	1	15	58	21	5	
	B	0	10	66	24	0	6
	R	3	24	43	19	11	
23. Students have fewer schedule conflicts under the new calendar.	All	1	7	68	22	2	
	B	0	3	74	16	2	8
	R	3	6	61	28	3	
24. I am more accessible to students under the new calendar.	All	4	8	48	32	8	
	B	2	10	46	32	10	7
	R	6	8	50	31	6	
25. More economical use of research facilities is made with the new calendar.	All	4	13	64	18	1	
	B	2	13	67	17	0	13
	R	6	12	62	18	3	
26. It seems to be easier to schedule rooms and equipment under the new calendar.	All	3	6	73	17	1	
	B	0	4	81	13	2	13
	R	6	9	64	21	0	

			SA	A	U	D	SD	NA
Under the new summer schedule (in contrast to the old one):								
27.	...it is more difficult for me to arrange summer employment.	All	2	10	34	43	10	24
		B	2	12	25	48	12	
		R	0	7	48	38	7	
28.	...workshops are easier to arrange.	All	3	23	54	18	2	25
		B	3	13	62	20	3	
		R	3	38	45	14	0	
29.	...it is more difficult for me to secure proper information for evaluating students.	All	2	13	37	43	6	23
		B	2	8	40	45	5	
		R	0	20	30	43	7	
30.	...the starting date of the six-week session does not fit my personal schedule well.	All	6	18	27	40	9	24
		B	8	15	28	40	10	
		R	3	21	28	41	7	
31.	...it is more difficult to prepare classes.	All	3	15	34	39	9	24
		B	2	10	35	42	10	
		R	3	21	34	34	7	
32.	...the break between spring semester and the onset of summer school is too short.	All	7	28	28	32	6	22
		B	5	24	24	42	5	
		R	10	33	30	20	7	
33.	...the termination date of the eight-week session makes it more difficult to prepare my classes for the fall than under the old calendar.	All	22	34	27	17	0	20
		B	37	36	24	13	0	
		R	14	32	32	21	0	
34.	...the break between termination of summer school and onset of the fall semester is too short.	All	25	35	26	11	3	19
		B	32	41	23	4	0	
		R	17	23	33	20	7	
35.	...a different type of student is attracted by the new summer calendar.	All	4	25	60	10	1	18
		B	4	27	64	4	0	
		R	3	26	52	16	3	

			SA	A	U	D	SD	NA
Under the new summer schedule (in contrast to the old one) -- continued								
36.	...the two longer summer sessions better enable my students to absorb the necessary content.	All	6	32	39	18	4	20
		B	7	32	43	18	0	
		R	3	31	38	17	10	
37.	It is more difficult for me to do research in the summer under the new calendar.	All	4	16	34	37	9	23
		B	7	10	24	52	7	
		R	0	25	50	14	11	
38.	It is more difficult for me to plan a vacation under the new calendar.	All	14	21	13	38	14	20
		B	14	21	14	40	12	
		R	13	23	13	33	17	
39.	Departmental programs (e.g., sequencing courses) are managed easier under the new calendar.	All	2	21	55	19	3	24
		B	2	5	72	18	2	
		R	0	41	34	21	3	
40.	My style of teaching in the summer must be altered to fit the new calendar.	All	3	25	28	40	4	23
		B	2	15	30	48	5	
		R	3	38	28	28	3	
41.	It is more difficult to arrange field work under the new summer calendar.	All	6	9	54	26	4	23
		B	8	8	62	20	2	
		R	3	10	45	34	7	
42.	Potential students find summer school more attractive under the new calendar.	All	4	25	56	10	4	22
		B	0	22	70	5	2	
		R	10	29	39	16	6	
The common calendar for all I.U. campuses:								
43.	...is necessary to facilitate transferring of students from one campus to another.	All	10	51	22	13	4	14
		B	5	46	40	7	2	
		R	17	53	3	19	8	

			SA	A	U	D	SD	NA
The common calendar for all I.U. campuses: (continued)								
44.	...facilitates planning student programs by making needed courses offered at any campus more available to the students.	All	5	68	20	4	3	16
		B	2	60	31	5	2	
		R	8	74	9	3	6	
45.	...means that there is no schedule overlap between campuses, which facilitates planning and preparing for workshops and summer courses.	All	9	59	21	7	4	16
		B	5	56	34	2	2	
		R	14	60	9	11	6	
46.	...helps transfer, summer, and part-time students find sessions they can attend conveniently.	All	5	57	27	7	4	17
		B	2	50	40	5	2	
		R	9	62	12	9	9	

All N=91
Bloomington N=53
Regional N=38

Table 4
ADMINISTRATOR RESPONSES

SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree; NA=No Answer

	Statements	SA	A	U	D	SD	NA
1.	I am as ready to begin the semester's work in late August as I would be after Labor Day.	38	10	14	14	24	0
2.	Beginning in late August causes me no more difficulty in my personal schedule (vacation, family, etc.,) than if the semester began after Labor Day.	10	48	29	0	14	0
3.	I have difficulty getting academic schedules, faculty and staff appointments, etc., completed when we begin the semester as early as August.	15	10	5	55	15	1
4.	Students who wish to transfer from other colleges to I.U. in the fall have difficulty articulating schedules under I.U.'s new calendar.	0	15	35	45	5	1
5.	I find it hard to get end-of-term reports in on time when the semester ends before Christmas vacation.	14	5	10	43	29	0
6.	Under the new calendar I find that I must rush or leave something undone to get through the semester's work before Christmas.	10	24	0	38	29	0
7.	It is difficult for students at other colleges to transfer to I.U. at mid year because the new calendar does not articulate with the calendars of other schools.	0	15	60	20	5	1
8.	Comprehensive final examinations are an important vehicle for evaluating a student's achievement.	24	38	24	5	10	0
9.	Scheduling final exams during the regular class period is preferable to having a special examination week.	10	24	10	24	33	0

		SA	A	U	D	SD	NA
10.	Under the new calendar final examination arrangement, students come to me with complaints about exams more often than was true under the old calendar arrangement.	0	10	35	45	10	1
11.	Under the new calendar the faculty have less time to prepare for teaching.	10	10	10	50	20	1
12.	Under the old calendar the faculty had less time to design and carry out their research.	0	5	10	60	25	1
13.	The faculty have less time to plan innovative courses and other experiences for the students under the new calendar.	15	10	10	45	20	1
14.	I find it more difficult to convene faculty groups to plan and coordinate the curriculum under the new calendar.	5	10	16	47	21	2
15.	There are more academic demands on faculty time, allowing less time for scholarly pursuits under the new calendar.	5	25	15	40	15	1
16.	Under the new calendar administrators are placed on almost continual demand making it more difficult for me to take time for vacations.	25	20	15	30	10	1
17.	Under the new calendar I find it more difficult to convene faculty committees because some faculty now take vacations at different times from others.	5	10	10	62	10	2
18.	Under the new calendar I find it easier to schedule courses in sequence appropriate for students.	5	0	47	47	0	2
19.	Under the new calendar a student by attending consecutive sessions, can complete all the courses in his program in a shorter time than formerly.	10	15	40	30	5	1

		SA	A	U	D	SD	NA
20.	The new calendar increases the availability to students of a variety of courses.	0	15	50	25	10	1
21.	Under the new calendar faculty are more accessible to students.	0	5	45	45	5	1
22.	More economical use of classrooms and instructional equipment is made under the new calendar.	5	35	45	15	0	1
23.	Under the old calendar it would be easier for me to schedule rooms and equipment.	0	10	55	30	5	1
	The new summer session (in contrast to the old one):						
24.	...increases administrative load in summers.	19	43	19	19	0	0
25.	...tends to increase class size, i.e., more large classes as opposed to numerous small ones.	0	5	55	40	0	1
26.	...encourages students to take more hours under the new schedule than they would under the old one.	5	50	30	15	0	1
27.	...increases administrative costs.	0	20	50	30	0	1
28.	The new summer session's early start time makes it more difficult to offer an adequate summer program.	5	24	19	38	14	0
29.	The new early start time makes it easier to offer a wide variety of summer programs.	10	40	25	20	5	1
30.	The new later stop time makes it more difficult to offer an adequate summer program.	5	5	40	40	10	1
31.	The new later stop time makes it easier to offer a wide variety of summer programs.	10	29	43	14	5	0

		SA	A	U	D	SD	NA
32.	The new summer calendar is more attractive to students.	14	29	33	19	5	0
33.	The new summer calendar causes students to complain more frequently about schedules.	5	16	32	37	10	2
34.	The new summer schedule is more attractive to faculty.	14	24	34	19	10	0
35.	The new summer schedule looks more attractive to potential students.	5	10	62	19	5	0
36.	The new summer schedule is adequately advertised.	0	32	63	5	0	2
The common calendar for all I.U. campuses:							
37.	makes it much easier for students to transfer from one campus to another.	30	50	20	0	0	1
38.	facilitates planning student programs by making needed courses offered at any campus more available to the student.	10	55	35	0	0	1
39.	means that there is no schedule overlap between campuses, which facilitates planning and preparing for workshops and summer courses.	10	55	35	0	0	1
40.	helps transfer, summer, and part-time students locate sessions they can attend conveniently.	10	60	30	0	0	1

All N=21
Bloomington N=17
Regional N= 4